

A Guide for  
Academic Writing

ANGLISTIK

University of Vechta

2021



Universität Vechta

*University of Vechta*

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## 1. FORMAL REQUIREMENTS

This document provides a style guide specifically for students of English Studies (*Anglistik*) at the University of Vechta.<sup>1</sup> It is designed both for students writing papers (this includes term papers, essays, written assignments, portfolios, etc.) and for students who are writing their Bachelor Thesis (*Bachelorarbeit*) or their Master's thesis (*Masterarbeit*) in English studies.

### 1.1. Submitting a Paper / Thesis

Papers and theses need to be submitted in printed (DIN A4, one-sided) and in digital form; the digital version must be made available as either an MS-docx or pdf file. Sound and/or video files should be handed in according to the agreement with the supervisor (e.g. on a USB stick, email, etc.). You must hand in your paper / thesis in time (receipt stamp). **Please note:** The receipt stamp will be issued by the internal University mail office and should not be confused with a stamp from the *Deutsche Post*.

With regard to registration, withdrawal and hand-in dates and deadlines please read the *Rahmenprüfungsordnung* and follow the course-specific regulations that are given by your supervisors in addition to the requirements of the *Prüfungsamt*: <https://www.uni-vechta.de/pruefungsamt> and <https://www.uni-vechta.de/studium/downloadcenter>.

For submitting your Bachelor or Master's thesis please follow the requirements of the *Prüfungsamt*: <https://www.uni-vechta.de/studium/studienorganisation/pruefungen/-studienabschluss/informationen-pruefungen>

### 1.2. Formatting a Paper / Thesis

Format your paper according to the following guidelines.

For your thesis please familiarise yourself with the general requirements of the *Prüfungsamt* (see links above), but you may follow these guidelines to format your work.

#### 1.2.1. Font

Type: Arial

Size: 11 pt. Arial for the text, 10 pt. Arial for footnotes; 10 pt. Arial for the title of tables, graphics and diagrams.

#### 1.2.2. Line Spacing and Margins

Line spacing: in running text 1.5, in footnotes and in the List of References 1.0, both justified (*Blocksatz*)

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<sup>1</sup> **Please note:** The style of language used in this document is that of a style guide, and it should not be considered in itself to be an example of academic writing. E.g., it contains direct reader addresses and very brief chapters and subchapters. Should you require advice in regard to your academic writing skills, please contact the *Sprachpraxis* lecturers.

Spacing before and after headings: 24 pt. spaces before chapters, but only 12 pt. space before subchapters

Spacing after entries in the List of References: 6 pt.

Margins: 2.5 cm left and right; 2.0 cm at the top and at the bottom

### 1.2.3. Indentation

Except for paragraphs following a headline, the first line of each paragraph should be indented by 1.25 cm.

### 1.2.4. Page Numbering

The page count starts with chapter 1 (typically your Introduction).

There are no page numbers on the cover page, the table of contents, list of tables, figures and diagrams (should you have included any) or the declaration of authorship.

The page numbers on the appendix (or appendices) do not have to start with a new count but should be continued from the start.

### 1.2.5. Tables, Figures and Diagrams

Tables, figures and diagrams should have a title, be numbered and referenced.

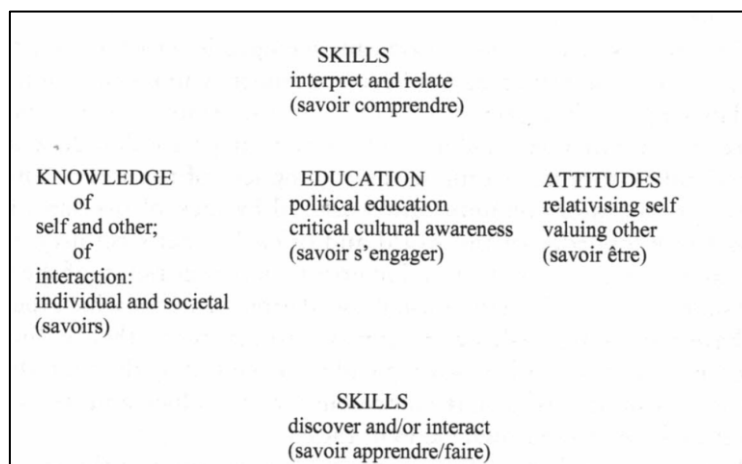


Figure 1: Factors in intercultural communication (Byram 2021: 44)

If you use a table, figure and/or a diagram from a source and wish to adapt it, you must make that clear in your reference.

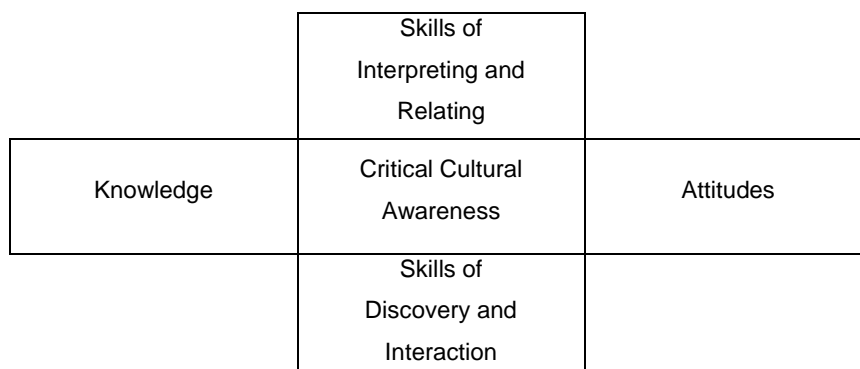


Figure 2: Dimensions of intercultural communication (adapted from Byram 2021: 44)

If you have created a table, figure and/or a diagram yourself, this needs to be indicated, too. Point out that you constructed it independently and without help, by adding your own initials in brackets.

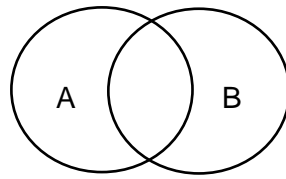


Figure 3: Culture A and culture B (illustration: JM)

#### 1.2.6. Footnotes

You should use footnotes exclusively for important comments, further explanations and/or additional information. They appear as consecutive superscript numbers in the text and the information is placed at the bottom of the respective page. Sources, either of quotes or of paraphrases, are given as in-text-citations (see 3.1.1) and must be listed in the bibliography (see 3.2).

#### 1.2.7. Italics

Use italics for all examples that you analyze in your paper (e.g., *teapot* is a compound noun) and or words in other languages (e.g., English is the *Lingua Franca*).

#### 1.2.8. Quotation Marks

Make sure the language setting in your word processor is a variant of English. **Please note:** There are single and double quotation marks, used for different purposes.

Double quotation marks indicate a direct quotation from a source.

Example: "The issue of task complexity is an important issue for language teachers" (Müller-Hartmann/Schocker-v. Ditzfurth 2011, 109).

If you quote from a German text but write your paper in English, quotation marks must be in the English style; conversely, the indication of an English quote in your paper composed in German follows the German orthography: in this case you may use German-style quotation marks ‚...‘ and „...“ (again, mind the language settings which then should be a variant of German).

For the use of single quotation marks, see below, 2.5 and 3.1.1.

#### 1.2.9. Title Page

The title page of your paper or thesis needs to contain the following information:

Top left: Name of the university, name of the department, semester, seminar title, name of the instructor/supervisor

Centre: Title (and subtitle) of your paper, module number and module title

Bottom right: Your name, your matriculation number, your course of studies, the semester you are in (when you took the seminar, i.e. your *Fachsemester*), your university e-mail address.

Name of the University
Name of the department
Semester
Seminar title
Name of the instructor/supervisor
Title (and subtitle) of your paper
Module number and module title
Your name
Your matriculation number
Your course of studies
The semester you are in (when you took the seminar)
Your university e-mail address

Figure 4: Sample Title Page I

University of Vechta
English Department
Winter Term 2020/2021
Analysing (digital) materials and media for the EFL classroom
Prof. Dr. XX YY
The role of digital media in learning and teaching English
AN 9.2 Analysing teaching materials for the EFL classroom
Max Mustermann
Matriculation number: 825467
Bachelor Combined Studies
6 <sup>th</sup> semester
<a href="mailto:Max.mustermann@mail.uni-vechta.de">Max.mustermann@mail.uni-vechta.de</a>

Figure 5: Sample Title Page II

### 1.2.10. Table of Contents

Table of Contents	
1. Chapter.....	1
2. Chapter.....	3
3. Chapter.....	6
3.1 Subchapter.....	7
3.2 Subchapter.....	9
4. Chapter.....	12
5. Chapter.....	15
Appendix.....	17
Declaration of Authorship	

Figure 6: Sample Table of Contents I

Table of Contents	
1. Introduction.....	1
2. Theoretical Background.....	3
3. Analyses.....	6
3.1 Didactical Analysis.....	7
3.2 Methodological Analysis.....	9
4. Conclusion.....	12
5. References.....	15
Appendix.....	17
Declaration of Authorship	

Figure 7: Sample Table of Contents II

Your paper must contain a table of contents presenting the titles of different chapters and subchapters in your paper and/or thesis plus the corresponding page numbers. Do not divide a chapter into a single subchapter. Please use Arabic numerals for chapters and page numbers.

Page numbers in the table of contents indicate the first page of a (sub-)chapter, but not the complete range of pages of the respective (sub-)chapter.

### 1.2.11. Appendix / Appendices

An appendix is a separate element at the end of your paper or thesis, following the list of references. It includes a separate table of contents, which lists all contents of your appendices. An appendix contains extra information that is not directly necessary for the argument, but which provides supplementary details. In case you present several pieces of documents, graphs, figures not included in your running text, the heading of this section will change to

“Appendices”. Clarify with your supervisor which materials, transcripts, questionnaires, research data, etc. need to be included. Each item in the appendix should be numbered and should have a heading.

### 1.2.12. Declaration of Authorship

The Declaration of Authorship is the very last page of your paper or thesis. This page is not numbered. The Declaration of Authorship must be signed and dated, and due to its legal function it may be written in German:

Hiermit versichere ich an Eides statt, dass ich die vorliegende [schriftliche/Haus-/Bachelor-/Master-]\* Arbeit eigenständig und ohne fremde Hilfe verfasst habe. Alle verwendeten Fundstellen (Zitate, Paraphrasen) aus analogen oder digitalen Quellen – einschließlich aus anderen Werken übernommener Tabellen, Diagramme und Abbildungen – sind im Text exakt markiert und vollständig in der Bibliographie nachgewiesen; für Fundorte aus dem *World Wide Web* ist die jeweilige URL unter datierter Angabe ihres letzten Aufrufs vermerkt. Eine digitale Kopie dieser Arbeit liegt als Datenträger bei bzw. wird als elektronische Version übermittelt.

\* schriftliche Arbeit = e.g., written assignment, *Referat-Ausarbeitung*, etc. Please replace the square brackets by the appropriate term.

### 1.2.13. Length

The length of your term paper (*Hausarbeit, Ausarbeitung*), portfolios, assignments, etc. must meet the requirements of the respective *Studienordnung Englisch* included in the *Prüfungsordnungen* (see links below). Character count includes footnotes, but not the cover page, table of contents, appendices, declaration of authorship as well as list of references. The character count at the end of your paper should be placed in the next line after the last word of your main part and should be stated before the declaration of authorship.

For the length of your thesis please double check with the respective Prüfungsordnung:

- **Bachelor:** between 75.000 and 125.000 characters  
(“Prüfungsordnung *Bachelorstudiengang Combined Studies: Berichtigung und Neubekanntmachung*”, § 9.4, in: *Amtliches Mitteilungsblatt* 67/20, 7. (download from <https://www.uni-vechta.de/studium/studienorganisation/downloadcenter-studienprogramme> > Fachspezifische Dokumente > Studienbeginn WiSe 2020/21)
- **Master:** between 125.000 and 200.000 characters  
(“Prüfungsordnung *Studiengang Master of Education für das Lehramt an Grundschulen*”, § 13.3, in: *Amtliches Mitteilungsblatt* 59/20, 11 (download from <https://www.uni-vechta.de/studium/studienorganisation/studienprogramme/med-grundschule> > Studienbeginn 20\_21); accordingly, for *Haupt-/Realschule*, in *Amtliches Mitteilungsblatt* 60/20, 11 (download unter [https://www.uni-](https://www.uni-vechta.de/studium/studienorganisation/studienprogramme/haupt-realschule)

## 2. (ACADEMIC) LANGUAGE

### 2.1. Formal Register

Your paper or thesis must be written in a formal, academic register (incl. the use of specific terminology). Do not use any informal language, direct reader addresses, or short forms (e.g., *don't*, *it's*)

### 2.2. Varieties of English

You may choose one of the core varieties of English (American English, British English, Australian English, etc.), but please use one variety of English consistently.

### 2.3. Abbreviations

ch., chs.	chapter, chapters
cf.	compare (= confer)
ed.	editor, edition, edited by
<i>et al.</i>	<i>et alii</i> (Lat. = and others)
e.g.	example given (or Lat. <i>exempli gratia</i> ) = for example
<i>etc.</i>	<i>et cetera</i> (Lat. = and so on)
<i>ibid.</i>	<i>ibidem</i> (Lat. = in the same place)
<i>i.e.</i>	<i>id est</i> (Lat. = that is; in other words)
<i>n.b.</i>	<i>nota bene</i> (Lat. = please note)
n.d.	no date of publication
n.p.	no place of publication/ no publisher
n.pag.	no pagination
vol., vols.	volume, volumes

Abbreviations may help to save space, but too many of them may have an impact on the readability of your text. Therefore, use them as often as necessary, but as rarely as possible.

### 2.4. Language Editing

Your term paper will benefit from careful proof reading in order to avoid typographical, grammatical and syntactical errors, as well as repetition of words. Such care raises the standard of your work and, consequently, the mark.

### 2.5. Linguistic Typographical Conventions

In papers or theses in linguistics, please stick to the following conventions:

- '...' to indicate translations or meanings
- /.../ to mark off phonemes or broad transcriptions
- [...] to mark off allophones or narrow transcriptions
- {...} to mark off morphemes
- <...> to mark off graphemes or spellings



### 3. USING OTHER PEOPLE'S WORK

It is important to adhere to the strict rules that exist for using other people's work. Failure to do so can mean you are committing plagiarism, which is fraud and will have serious legal consequences.

You either quote or paraphrase other people's work. Quotations and paraphrases aim to support your own text. Any sources you use must be acknowledged in your work and mentioned in the List of References.

#### 3.1. In-Text-Citation(s)

You are expected to support your work with quotations from primary literature (fiction) or from sources of academic standard (i.e. from book-length studies or journal articles, accessible via the university library with its printed and digital offers). However, it is not necessary to insert a reference after each sentence. Your references in the text should prove your understanding of the subject matter: Therefore, you will have to comment on / evaluate a quote or fit it into your own argument. A quote should not stand on its own, nor should several quotes be attached to one another without any of your own explanations.

##### 3.1.1. Direct quotations

- Make sure the language setting in your document is a variant of English. Use English-style double quotation marks around the author's words in your text: "... " (accordingly, use German quotation marks in a German text). Add an in-text (parenthetical) reference at the end of a quotation. Please use the following format: (author year: page no.). Note that the full stop is always behind the reference.

Example: "Activities may be either authentic, that is, language production is directed towards an authentic audience (as for example in an e-mail exchange project) or they may be simulated" (Müller-Hartmann/Schocker-von Ditzfurth 2014: 65).

- Use single quotation marks '...' in quotes from literary texts with passages indicating direct discourse.

Example: Margaret O'Farrell's novel *Hamnet* represents the first encounter of Shakespeare and his later wife Agnes (= Anne Hathaway) in the present tense, thus creating a readerly effect of immediacy: "The tutor decides that boldness is the best course of action here. 'May I see your ... your bird?' She frowns. 'My bird?'" (O'Farrell 2020: 39).

**Please note:** In all other cases (e.g., academic sources quoting from a primary text, or quoting other academic papers) do not copy uncritically what one source quotes from another source. Always get hold of the original, either the work of fiction/poetry or academic paper. If the source is unavailable in our local library, whether in print or as download, use the option of inter-library loans (= *Fernleihe* > GVK, URL: <https://kxp.k10plus.de/DB=2.1/> ).

- If you want to make changes to a direct quotation (e.g. leave out some parts of it or add some information), you need to put these omissions and/or changes in square brackets. Indicate omissions by three dots in square brackets:  
Example: “Klippel [...] distinguishes between two aspects of teacher talk, the teacher as instructor [...] and the teacher as a partner in communication [...]” (Müller-Hartmann/Schocker-von Ditfurth 2014: 28).
- Put any of your own insertions in square brackets, too:  
Example: “To do so, they [second language researchers] largely use oral interaction tasks and analyse the quantity and quality that language learners produce in the process of exchanging information while completing a particular task” (Müller-Hartmann/Schocker-von Ditfurth 2011: 23).
- If you want to denote an error in a quotation, for example a spelling mistake or wrong date, do not correct it, but write ‘[sic!]’ in brackets. This way you can show that you noticed the mistake. Do not correct it.  
Example: “The Monitor Model been [sic!] challenged by other researchers and theorists” (Lightbown/Spada 2013: 107).
- Do not mix languages, i.e. do not begin a sentence in English and complete it with a half-sentence quote in German (e.g.: ~~One view argues, “dass Lernende [den Lernstoff] begreifen können” (Thaler 2012: 60)~~). Instead, write an introductory sentence and quote the German. If necessary, you are allowed to transform the original sentence structure, e.g., by raising a subordinate clause to a main clause.  
Example: One researcher argues: “Lernstoff [muss] so gestaltet sein, dass Lernende ihn begreifen können” (Thaler 2012: 60).
- Format long quotations (more than three typed lines) in a separate justified paragraph without quotation marks. The entire paragraph is indented (left margin: 1,25cm, 1.0 line spacing, font size: 10 pt). Example:  

TBLT and TSLL developed from this communicative approach. The main difference is that CLT reflects tasks from the perspective of a model of language as communication (What do you do with language?) whereas TBLT and TSLL reflect tasks from the perspective of learners, i.e. from their needs (Müller-Hartmann/Schocker-von Ditfurth 2011: 30).
- If you find a typographical emphasis (e.g. italics, bold, etc.) within a quotation you must copy it and add to the reference the phrase “original emphasis”. **Please note:** It does not matter whether or not the emphasis is in accordance with this style sheet!  
Example: It has been pointed out that “the term *task* does *not* refer to its general everyday meaning” (Müller-Hartmann/Schocker-von Ditfurth 2011: 22, original emphasis).
- use ‘*ibid.*’ to refer to the work cited in the immediately preceding note only. Here you indicate that you are quoting the same page from a source as before.  
Example: While exercises require “**form-focused language use**” (Ellis 2003: 3, original emphasis), tasks ask for “meaning-focused language use” (*ibid.*).

- If the source is the same but the page is different, you need to state the page number.  
Example: Byram developed “a model for the acquisition of ICC in an educational context [which] includes educational objectives” (Byram 1997: 70). His model is based on the idea of the “intercultural speaker” (*ibid.*: 31) who can mediate between people from different cultures. **Please note:** ‘*ibid.*’ is never used if the preceding note consists of more than one source.

### 3.1.2. Paraphrasing

Paraphrasing is necessary even if you completely rephrase the authors’ ideas or modify the original thought.

- Avoid using the same wording that the original author used unless it is a key term. If it is a key term that can be attributed to one particular author there should be a quotation when first mentioned. Each reference needs to be accompanied by an in-text reference (parenthetical). Please use the following format: (cf. author date: page no.).

Example: The potential of accuracy-based activities is the focus on facilitating selected grammatical structures. This is due to teachers’ control over students’ language input (cf. Müller-Hartmann/Schocker-von-Ditfurth 2014: 65).

- In your work you may refer to sources in languages other than English or German. If you do so, make sure that you provide a translation. A translation is considered as a paraphrase of the original.

Example: According to Lower Saxony’s curriculum for *Realschule* communicative and intercultural competences are the major goal of learning English as a foreign language (cf. Niedersächsisches Kultusministerium 2015: 6).

### 3.2. List of References

A **List of References** must be placed at the end of the paper – without bullet points and in alphabetical order of authors’ last names (see below, 3.2.2).

The reference list contains only those sources cited in the text; conversely, quotes or paraphrases correspond with the sources given in the bibliography. If you cite multiple works by the same author (or authors), list the entries in chronological order. If you cite multiple works by the same author published in the same year mark them with small letters (2011a, 2011b).

English titles of journals, books, and articles must be written in capital letters, except prepositions and articles; German titles follow German rules of orthography.

### 3.2.1 Types of Publications

The following table does not appear in your paper. It is a survey of possible publication formats and illustrates the respective reference types, both parenthetical and bibliographical.

Type	In-Text-Citation (example(s))	List of References (example(s))
Monograph (one author)	(Thaler 2012: 130)	Thaler, Engelbert (2012): <i>Englisch unterrichten</i> . Berlin: Cornelsen.
Monograph (two authors)	(Lightbown/Spada 2013: 88)	Lightbown, Patsy, and Spada, Nina (2013): <i>How Languages Are Learned</i> . 4th edition. Oxford: Oxford University Press.
Monograph (three or more authors <sup>2</sup> )	(Legutke <i>et al.</i> 2015: 203)	Legutke, Michael K., Müller-Hartmann, Andreas, and Schocker-von Ditfurth, Marita (2015): <i>Teaching English in the Primary School</i> . 2nd edition. Stuttgart: Klett.
Several works by the same author in the same year	(Legutke 2010a: 71)	Legutke, Michael K. (2010a): Kommunikative Kompetenz und Diskursfähigkeit. In: Hallet, Wolfgang, and Königs, Frank G., eds.: <i>Handbuch Fremdsprachendidaktik</i> . 3rd edition. Seelze-Velber: Klett / Kallmeyer. 70-75.
	(Legutke 2010b: 159)	Legutke, Michael K. (2010b): Merkmale des fremdsprachlichen Klassenzimmers. In: Hallet, Wolfgang, and Königs, Frank G., eds.: <i>Handbuch Fremdsprachendidaktik</i> . 3rd edition. Seelze-Velber: Klett / Kallmeyer. 156-160.
Book chapter in an edited volume	(Nunan 2013: 596)	Nunan, David (2013): Research methods. In: Byram, Michael, and Hu, Adelheid, eds.: <i>Routledge Encyclopedia of Language Teaching and Learning</i> . Oxon: Routledge. 593-598.
Journal article	(Mueller 1994: 200)	Mueller, Martin (1994): From Lear to Leir. In: <i>Philological Quarterly</i> , 73. 195-217.
	(Putjata 2018: 262)	Putjata, Galina (2018): Multilingualism for Life – Language Awareness as Key Element in Educational Training: Insights from an Intervention Study in Germany. In: <i>Language Awareness</i> , 27/3. 259-276.
Movie	( <i>Breakfast at Tiffany's</i> 1961: Ch.1, 0:35:12-0:38:06 min)	<i>Breakfast at Tiffany's</i> . Dir.: Blake Edwards. Script: George Axelrod, based on the novel by Truman Capote. USA: A Jurow-Shepherd Production 1961. Edition: DVD. Paramount Pictures 2001. 110 Min.
Online source	(Wells 2008)	Wells, John C. (2008): <i>John Wells's Phonetic Blog</i> . < <a href="http://www.phon.ucl.ac.uk/home/wells/blog.htm">http://www.phon.ucl.ac.uk/home/wells/blog.htm</a> > (retrieved 12 Oct. 2011)
YouTube Video	(The Obama White House 2009)	The Obama White House (2009): <i>President Barack Obama's Inaugural Address</i> . Available at: <a href="https://www.youtube.com/watch?v=3PuHGKnboNY">https://www.youtube.com/watch?v=3PuHGKnboNY</a> (retrieved 01 Sept. 2020)
	( <i>Red Line 1</i> , Schülerbuch 2014: 4)	<i>Red Line 1</i> , ed. Frank Haß. Schülerbuch. Stuttgart: Klett 2014.

<sup>2</sup> *et al.* should be used from the very first mention of a book co-authored by three or more individuals with in-text citation.

Course book (material)	(Sally 3, Lehrermaterialien 2020: 51)	Sally 3, ed. Martina Bredenböcker et al. Lehrermaterialien. Stuttgart: Cornelsen 2020.
Curricula	(Niedersächsisches Kultusministerium 2018: 17)	Niedersächsisches Kultusministerium (2018): <i>Kerncurriculum für die Grundschule Schuljahrgänge 3-4. Englisch</i> . Hannover: Uni Druck.
Primary Literature (Novels, plays, poetry): single edition, collected edition, anthology, picture book	(Morrison 1987: 12)	Morrison, Tony (1987): <i>Beloved</i> . London: Picador.
	(Tennyson 2009: 76)	Tennyson, Alfred Lord (2009): <i>The Major Works</i> , ed. Adam Roberts. Oxford: Oxford UP.
	(Gilman 2012: 651)	Gilman, Charlotte Perkins (2012): The Yellow Wallpaper. In: Baym, Nina, Levine, Robert S., Franklin, Wayne, Gura, Philip F., Klinkowitz, Jerome, eds.: <i>The Norton Anthology of American Literature</i> . New York: Norton. Vol. 3.2., 649-660.
	(Donaldson/Scheffler 2012: n.pag.)	Donaldson, Julia, and Scheffler, Axel (2012): <i>The Gruffalo</i> . London: Macmillan Children's.

### 3.2.2 Layout

As for formatting the List of References, please see above, 1.2.2. The following list is an example of how this essential element may look like in your paper:

#### List of References

Byram, Michael (2021): *Teaching and Assessing Intercultural Communicative Competence – Revisited*. 2nd edition. Bristol: Multilingual Matters.

Donaldson, Julia, and Scheffler, Axel (2012): *The Gruffalo*. London: Macmillan Children's.

Gilman, Charlotte Perkins (2012): The Yellow Wallpaper. In: Baym, Nina, Levine, Robert S., Franklin, Wayne, Gura, Philip F., Klinkowitz, Jerome, eds.: *The Norton Anthology of American Literature*. New York: Norton. Vol. 3.2. 649-660.

Legutke, Michael K. (2010a): Kommunikative Kompetenz und Diskursfähigkeit. In: Hallet, Wolfgang, and Königs, Frank G., eds.: *Handbuch Fremdsprachendidaktik*. 3rd edition. Seelze-Velber: Klett / Kallmeyer. 70-75.

Legutke, Michael K. (2010b): Merkmale des fremdsprachlichen Klassenzimmers. In: Hallet, Wolfgang, and Königs, Frank G., eds.: *Handbuch Fremdsprachendidaktik*. 3rd edition. Seelze-Velber: Klett / Kallmeyer. 156-160.

Morrison, Tony (1987): *Beloved*. London: Picador.

Niedersächsisches Kultusministerium (2018): *Kerncurriculum für die Grundschule Schuljahrgänge 3-4. Englisch*. Hannover: Uni Druck.

Nunan, David (2013): Research methods. In: Byram, Michael, and Hu, Adelheid, eds.: *Routledge Encyclopedia of Language Teaching and Learning*. Oxon: Routledge. 593-598.

Mueller, Martin (1994): From Lear to Leir. In: *Philological Quarterly*, 73. 195-217.

Thaler, Engelbert (2012): *Englisch unterrichten*. Berlin: Cornelsen.

## 4. FURTHER INFORMATION

For further information, and special citation problems, take a look at the following website, which provides you with abundant information on a variety of citation styles:

[https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)